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ABSTRACT

Criteria for evaluating college and university advancement programs are presented, based on the efforts of professional area trustees and advisory committees of the Council for Advancement and Support of Education (CASE). The criteria can be useful in three ways: as the basis of internal audits of advancement programs or program components; as the basis of external audits, such as those provided by the CASE evaluation service; and as guidance for visitation teams assembled by regional accrediting bodies. Seven types of advancement programs are covered: alumni relations, fund-raising, government relations, institutional relations, periodicals, publications, and management. For each type of program, criteria are listed for evaluating program objectives, management, organizational structure, responsibilities, and budgeting and evaluation. It is noted that periodic internal evaluations provide guidance for college planning and budgeting, as well as for preparing staff members for increased responsibility. Using objective evaluation standards promotes acceptance of the internal audit and enables comparisons with similar schools. The use of standards by external evaluators focuses attention on the larger and most important considerations. (SW)

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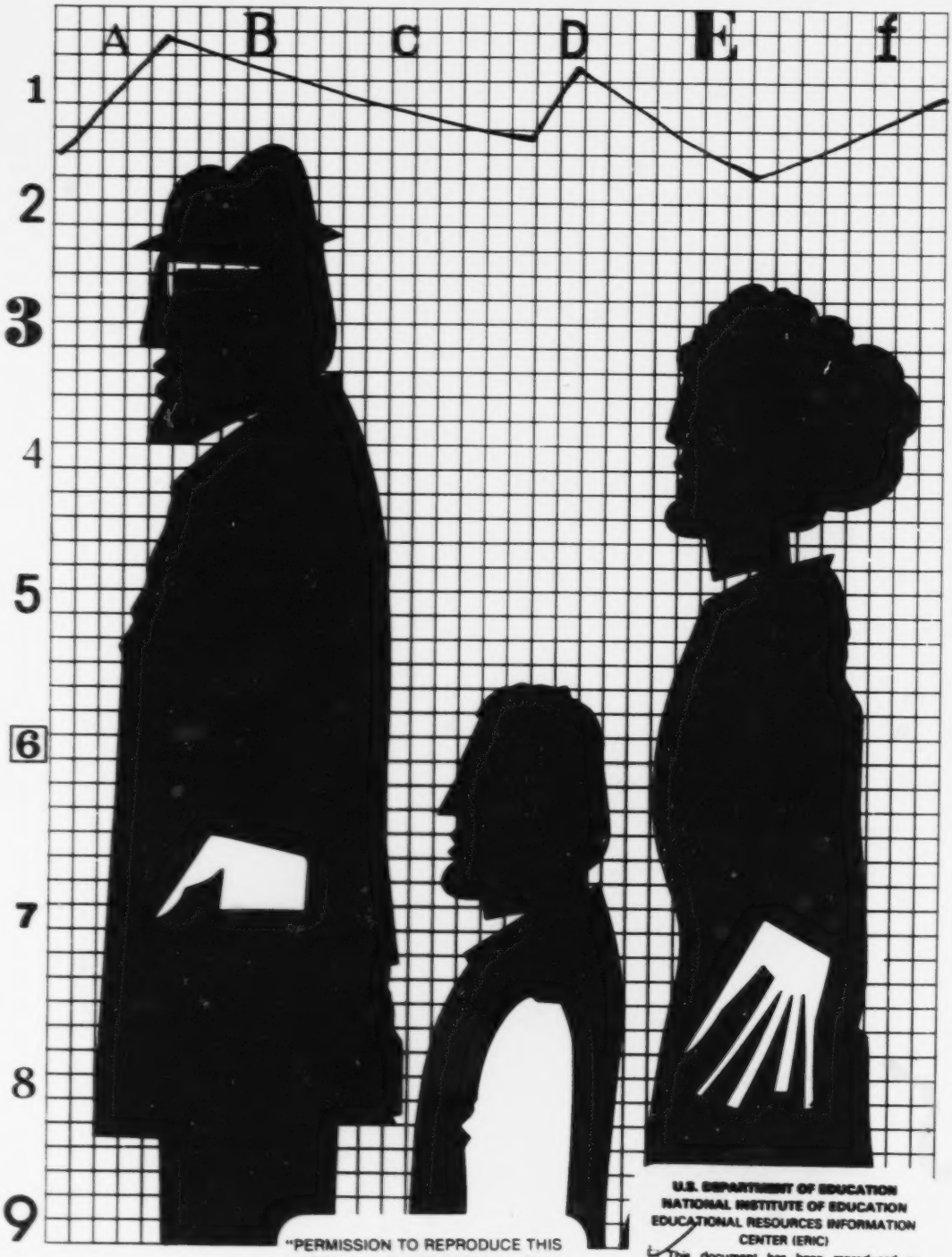
Criteria for Evaluating Advancement Programs

Warren Heemann, Editor



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Foreword

As a profession matures, it places greater emphasis on systematic management. Thus the development of Criteria for Evaluating Advancement Programs represents a genuine step forward for institutional advancement.

We are grateful to Warren Heemann, vice president for institute relations and development at Georgia Tech, and to scores of CASE leaders for their work in developing these guidelines. As chair of CASE's professional area trustees beginning in 1983, Heemann led the project to fruition over a two-year period. He and his trustee colleagues involved their committee members in developing, reviewing, and refining criteria for each CASE area.

Special thanks go to these professional area trustees for their contributions to the various sections: R. Keith Moore of Carnegie-Mellon University (Institutional Relations); Richard Kennedy of the University of Michigan (Government Relations); Emily Ketterson Smith of the University of New Hampshire (Publications); Ceil W. Waldrip of Columbia University (Periodicals); Mary Ruth Snyder of Purdue University (Alumni Relations); Ted Gibbens of Pomona College (Management); and Curtis R. Simic of the University of California, Berkeley, David R. Jones of Vanderbilt University, and James B. Martin of the University of Kansas, who assisted Heemann in developing the guidelines for Fund Raising.

Along the way, the criteria received an important boost from Richard M. Millard, president of the Council on Postsecondary Accreditation. In an excellent presentation to the CASE trustees, Millard pointed out how useful such a set of evaluation guidelines would be in the self-study phase of an institutional accreditation review.

In the Introduction, Warren Heemann has more to say about the ways in which Criteria for Evaluating Advancement Programs will prove useful. Let me add that this document probably would not have come about when it did without his outstanding leadership. All of us in CASE are in his debt.

James L. Fisher
President, CASE
August 1985

Introduction

"Oh wad some power the giftie gie us/To see oursels as others see us," says Robert Burns.

Says CASE: Here are criteria for evaluating "oursels" and the programs of others in alumni relations, fund raising, government relations, institutional relations, periodicals, publications, and the management of these areas. These criteria should help answer our need for widely accepted guidelines for program evaluations.

This publication results from work done over several years by CASE's professional area trustees and their respective advisory committees. The various criteria were also circulated among experienced members in our field for review and recommendations. The CASE Board of Trustees endorsed the criteria in November 1984. The Board recognizes that this was not the last step in the process. Indeed, CASE welcomes suggestions for further refinement of these guidelines.

All the questions have been so phrased that an affirmative answer indicates a positive and desirable initiative on the part of management. Affirmative answers to a majority of the questions suggest that the program is healthy and well managed.

We foresee that Criteria for Evaluating Advancement Programs will be useful in three ways:

* as the basis of internal audits of advancement programs or of one or more of their components;

* as the basis of external audits, such as those provided by the CASE Evaluation Service and consultants; and

* as guidance for visitation teams assembled by regional accrediting bodies, teams that all too often do not include experienced advancement professionals.

Internal Audits

Periodic internal evaluations provide guidance for one's own planning and budgeting. The results can be used by the manager of a unit as the basis for informed decisions to redeploy human and material resources as well as for credible appeals for more staff and operating funds. Internal evaluations can also be useful in preparing a staff for increases in responsibility such as those involved in undertaking a capital campaign or celebrating a major anniversary. Further, both the process and results can provide persuasive evidence of the need for involving advancement program staff in the institution's planning and decision making.

The most readily accepted internal audits are those that employ standards that are objective -- and readily perceived to be so by others. Their usefulness is further enhanced if they are applicable to other institutions so that

comparisons can be made among similar schools. This document provides both that objectivity and broader applicability.

External Audits

The danger of audits by external agencies -- whether consultants, the CASE Evaluation Service, or accrediting bodies -- lies in the variety of the evaluators' experiences and the differing aspects of a program's management that each considers significant. Criteria will serve to keep some of the larger and more important considerations before each evaluator's eyes.

The CASE Evaluation Service was organized to provide member institutions with low-cost audits of advancement programs by persons with proven ability in the advancement field. An increasing number of institutions are finding the service quite useful. But as the number of evaluating teams has increased, so too has the awareness that it is desirable to have somewhat greater consistency in the criteria used for their appraisals. Criteria will help meet that need.

Further, CASE has actively encouraged regional accrediting associations to include more advancement professionals on their visitation teams or, at the least, to focus more of their teams' attention on the alumni affairs, public relations, and fund-raising programs of the institutions undergoing review. Many if not all of the agencies have sets of guidelines for evaluating each institution's academic program, business operation, library resources, and so forth. At least one, the Southern Association, has requested guidelines for advancement programs. The work of CASE's professional area trustees was further stimulated by this interest.

A Final Word

Institutional advancement programs are, and should be, highly individual to the campuses they serve. The advancement operation at a small college or independent school understandably will be much different from the program at a multi-campus university. Nothing in Criteria is meant to imply that a program must measure up to all of the standards. No doubt many programs will fall short on several counts and still be highly effective, and some standards may not be applicable at all in particular situations.

Given the choice between a director of development who has neatly written objectives, job descriptions, and gift processing procedures but rarely asks for money, and one who asks for and gets a lot, most presidents would quickly choose the latter. Of course, a director of development does not have to be either one or the other. Most know that they must ask for and get gifts as well as be demonstrably excellent managers. Criteria for Evaluating Advancement Programs can help CASE member representatives, whatever their professional area, do it all.

Warren Heemann
Vice President, Institute Relations and Development
Georgia Institute of Technology
August 1985

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ALUMNI RELATIONS

OBJECTIVES

1. Are there written objectives for the alumni relations program that closely support the mission and goals of the institution?

2. Does the alumni relations staff conduct research to measure the degree to which objectives are being met?

MANAGEMENT

3. Does the head of alumni relations have the respect of those who report to him/her?

4. Does each member of the staff know what is expected of him/her and how it relates to the work of others; does a team spirit prevail?

5. Is there a formal procedure for evaluating all staff; and is there a system of compensation based upon those evaluations?

6. Are one-half to one percent of alumni serving as volunteer leaders?

7. Does the alumni relations staff have the respect of the president and other key members of the faculty and staff, and do the president and other administrators actively participate in the association's programs?

8. Does the alumni relations staff collaborate effectively and on a continuing basis with other parts of the advancement unit?

9. Does the alumni relations staff have the respect of the alumni, association board, and other key volunteer leaders?

10. Are professional (program) staff provided regular opportunities for training and growth?

11. Is there emphasis on prompt, accurate, friendly, attractive communication by mail, telephone, and personal contact with all constituencies?

12. Is the office space attractive and efficient, of adequate size, and located for ease of access and visibility?

ORGANIZATIONAL STRUCTURE

13. Is there a formally accepted constitution and bylaws or similar document of the alumni association, and does it:

* define the association's mission in regard to records,

communications, and other activities, with specific reference to serving the institution;

* have a dissolution clause;

* provide meaningful opportunity for self-governance by alumni leaders;

* define criteria for membership, the method for selecting, and the terms and roles of directors and officers?

14. Is there a table of organization?

15. Are there up-to-date job descriptions for all staff members?

RESPONSIBILITIES

16. Do records of the alumni include name, major, year, current address, occupation, accomplishments, service to the institution? Is there an effective process for updating the data and for tracing lost alumni to maintain accuracy at 80 percent or better? Are the records secure from misuse?

17. Does the association produce and distribute a newspaper or magazine to members at least twice a year, which includes:

* news of faculty, students, and their activities; the academic program; and analysis of complex and controversial campus issues;

* news of alumni, including both class notes and feature articles, and periodic reports of the actions of the association's board?

18. Is this publication coordinated with other institutional publications sent to all alumni?

19. Does the association organize at least one event a year that brings a substantial number of alumni back to campus, such as a homecoming or class reunion program?

20. Does the association have a planned program of regional meetings and other activities for alumni in areas of the country where they are concentrated? Have alumni structures been organized in those areas that provide continuity and help assure each program's success? Do the activities of these groups assist in fulfilling the basic goals of the institution (student recruitment, legislative awareness, student career assistance, curriculum review, etc.)?

21. Does the association provide some form of continuing education for alumni through publications and programs?

22. Are records being kept through the years of the participation of

alumni in various programs, including those off-campus; and is a systematic method of measuring the quality of each program being used?

23. Has the association defined the several segments of its constituency (students, younger alumni, older alumni; alumni of academic units, all campuses, special-interest groups) and provided for their different interests in its publications and programs?

24. Has the association reached out to other real and potential constituencies of the institution -- such as parents, faculty, and other nonalumni individuals -- and involved them in its activities?

25. Does the staff make effective and continuing use of a large number of volunteers from all segments of its constituency?

26. Do the association's board, staff, regional organizations, and other alumni volunteers actively support the fund-raising programs of the institution? Do 20 to 30 percent of all alumni make annual financial contributions?

27. Does the association have a well-organized, continuing program of recognition for alumni of exceptional achievement, service to the institution, and financial support?

BUDGETING AND EVALUATION

28. Is funding sufficient to provide for basic operations?

29. Are accounting procedures sufficiently sophisticated to determine the costs -- including managerial, indirect, and overhead costs -- of each program and publication?

30. Are sources of income other than gifts and membership fees capitalized upon, such as the sale of merchandise, services, and advertising?

31. If applicable, do memberships approximate 30 percent of total alumni?

32. Are the books of the association audited by an independent accounting firm each year?

33. Do the head of the alumni relations program and the directors of the alumni association conduct systematic and documented evaluations of the program on a regular basis?

NOTES

FUND RAISING

OBJECTIVES

1. Are annual goals specified in writing for each component of the fund-raising program?

2. Is there a list developed each year that specifies in priority order the purposes for which the institution would like major restricted gifts to be made (e.g., a chair in medieval history, scholarships for needy students, equipment for a language laboratory, etc.)?

MANAGEMENT

3. Does the head of the fund-raising program have the respect of those who report to him/her?

4. Does each member of the staff know what is expected of him/her and how it relates to the work of others; does a team spirit prevail?

5. Are there programs for improving the performance of staff and preparing them for greater responsibility; is the staff able to capitalize upon them?

6. Is there a formal procedure for evaluating all staff; and is there a system of compensation based upon those evaluations?

7. Do the head of the programs and other members of the staff have the respect of the president and other key members of the faculty and staff?

8. Do the head of the program and other members of the staff have the respect of the volunteers with whom they work?

9. Are there written policies and procedures governing the acceptance, management, and allocation of endowment and endowment income?

10. Does the development program have cooperative working relationships (regardless of organizational structure) with alumni, public relations, and publications units and the news bureau?

11. Does the head of the program compile an annual comprehensive report of gifts received by the school and all its affiliated organizations in accordance with Management Reporting Standards for Educational Institutions: Fund Raising and Related Activities and participate in the Survey of Voluntary Support of Education conducted by the Council for Financial Aid to Education?

ORGANIZATIONAL STRUCTURE

12. Is there a table of organization?

13. Are there up-to-date job descriptions for all staff members?

14. Does the head of the program have ready access to and frequent contact with the president of the institution and other key members of the administration?

RESPONSIBILITIES

15. Is there a system in place by which prospective major donors are identified, evaluated, cultivated, and assigned for solicitation?

16. Is there an annual giving program in place that stresses both increased gift totals -- especially unrestricted gifts -- and increased participation?

17. Are alumni, parents, students, and other individuals solicited through the annual giving program; is maximum advantage being taken of corporate matching gift programs in accordance with Guidelines for the Administration of Matching Gift Programs?

18. Are major gifts for capital purposes, including endowment, systematically solicited; are special occasions such as school anniversaries and class reunions routinely used as occasions to solicit major gifts?

19. Are deferred or planned gifts systematically promoted among and solicited from alumni, faculty, and other individuals?

20. Are the giving programs of corporations and foundations researched on a continuing basis and both annual and special (major) gifts solicited from them?

21. Are the president and other key members of the administration and faculty actively involved in soliciting gifts; is the president's time used economically and effectively?

22. Do the members of the institution's boards participate in the fund-raising program both as meaningful contributors and as active solicitors?

23. Has a sufficiently large group of volunteers been recruited, trained, and motivated to help solicit funds for the institution?

24. Have programs been implemented by which all contributors are recognized and motivated to continue their support at increased levels?

25. Have programs been implemented that recognize the work of volunteers?

BUDGETING AND EVALUATION

26. Are accounting procedures sufficiently sophisticated to determine the costs -- including managerial, indirect, and overhead costs -- of each program component?

27. Does the head of the fund-raising program methodically compare the results of each component of the program with those of other institutions, both in terms of totals and cost-effectiveness?

NOTES

GOVERNMENT RELATIONS

OBJECTIVES

1. Are those responsible for the government relations programs at the federal, state, and local levels thoroughly familiar with the institution's philosophy, mission, goals, and any long-range plans?

2. Has the head of the program and his/her staff developed short-term and long-term written objectives that support the philosophy, mission, and goals of the institution?

3. Has the head of the program developed procedures for determining priorities for the program; are such priorities committed to writing?

MANAGEMENT

4. Does the head of the program have the respect of those who report to him/her?

5. Does each member of the staff know what is expected of him/her and how it relates to the work of others; does a team spirit prevail?

6. Is there a formal procedure for evaluating all staff; and is there a system of compensation based upon those evaluations?

7. Are there programs for improving the performance of staff and preparing them for greater responsibility; is the staff able to capitalize upon them?

8. Do the head of the program and the other members of the staff have the respect of the president, other key members of the administration and staff, and the board members and other volunteers with whom they work?

ORGANIZATIONAL STRUCTURE

9. Is there a table of organization?

10. Are there adequate personnel; are there up-to-date job descriptions for all staff members?

11. Have clear-cut channels of authority and communications been developed for conducting government relations, and does the head of the program have ready access to the president and other key members of the administration?

RESPONSIBILITIES

12. Does the program have adequate sources of data, news, and

political intelligence to monitor issues of concern, including both personal contacts and subscriptions to newspapers, magazines, newsletters, government publications, and special monitoring services?

13. Does the program have adequate resources -- such as researchers and computer equipment -- for quickly and accurately assessing the impact of existing and proposed legislation?

14. Are there clearly understood procedures for decision making regarding legislative positions and strategies and the drafting of testimony and other statements; do the procedures help assure that the institution will respond swiftly and decisively to crises?

15. Does the office use established procedures for communicating with lawmakers and other public officials, including systems for swift dispatch of form letters, mailgrams, or other special messages? Does it maintain current directories with names, titles, addresses, and phone numbers of all officials who may be contacted, and does it maintain files of correspondence and other communications with all such officials? Does it have procedures for prompt acknowledgments and responses to incoming correspondence?

16. Does the office maintain current files, in cooperation with the alumni office, of all public officials who are alumni of the institution; do these files include notes on the receptivity of each to contact and cultivation by the institution for government relations purposes?

17. Is there a current list of all professionals within the institution who play assigned or self-initiated roles in government relations, and are they kept informed in a systematic way?

18. Are there procedures for involving trustees, alumni, faculty, parents, students, and other constituencies as appropriate in support of government relations strategies? Are current lists kept of individuals with expertise, contacts, influence, or other qualifications who can be enlisted for particular purposes?

19. Are the active interest and involvement of any advisory committees or legislative networks maintained; are lists of members current, with phone numbers and addresses; are new members oriented to their roles and responsibilities; are regular communications maintained?

20. Are the institution's memberships in local, state, and national organizations used to best advantage in pursuing government relations objectives? (This includes regularly monitoring newsletters and other publications and participating as appropriate in activities to assure that the organizations represent the institution's best interests in government relations arenas.)

21. Does the office play an active part in forming coalitions with other institutions and organizations to advance common interests on particular major issues?

22. Does the institution have programs for actively cultivating key public officials through invitations for campus visits, speaking engagements, ceremonies, etc.?

23. Does the office have a strategy, actively pursued in close cooperation with the office of institutional relations, for using the media in support of government relations objectives?

BUDGETING AND EVALUATION

24. Is the budget provided for government relations sufficient to support an effective program?

25. Are accounting procedures sufficiently sophisticated to determine the costs -- including managerial, indirect, and overhead costs -- of each program component?

26. Does the head of government relations conduct a systematic and documented evaluation of every component of the program each year?

NOTES

INSTITUTIONAL RELATIONS

OBJECTIVES

1. Are there written institutional relations objectives and do these support a general institutional strategy or long-range plan?

2. Has the institution conducted marketing research to discover what its reputation is with various publics? How well accepted are its admissions, fund-raising, alumni, government relations, community relations, and academic programs? Has this information been used in establishing institutional relations objectives?

MANAGEMENT

3. Is the head of the institutional relations office able to lead a group of creative professionals and support staff?

4. Does the head: have a thorough understanding of how each professional should operate effectively; relate and communicate to each of the staff how each individual's job coordinates in a collective effort; maintain rapport with and the respect of key campus faculty and staff; maintain rapport with and the respect of key external opinion leaders and media gatekeepers; translate the objectives of the institution into an aggressive, anticipatory public relations program?

5. Do the above statements apply to each middle manager (if any)?

6. Do key administrators in other departments consider the institutional relations office to be professional and dependable? Do they feel that institutional relations by and large is doing a good job?

7. Are there programs for improving the performance of staff and preparing them for greater responsibility; is the staff able to capitalize on them?

8. Is there a formal procedure for evaluating all staff; and is there a system of compensation based upon those evaluations?

ORGANIZATIONAL STRUCTURE

9. Does the head of the institutional relations staff have access to the president and interact effectively with him/her?

10. Is there a table of organization?

11. Are there up-to-date job descriptions for all staff members?

RESPONSIBILITIES

12. Is there a media relations strategy that clearly spells out which portion of the resources go to media efforts, which to publications, and so on?

13. Are the resources of the institutional relations office allocated in an appropriate manner, given the stated institutional relations objectives? Are the institutional relations objectives and related activities of the institutional relations office consistent in purpose and results?

14. Is the staff flexible enough to handle unexpected events and opportunities?

15. Is there a plan to deal with emergencies?

16. Do staff members generally offer a continuing flow of fresh, imaginative, and constructive ideas? Are members open to change?

17. Does the staff submit regular reports of its activities?

18. Can each member use his/her own time and resources well to achieve the institutional relations objectives? Are there few wasted efforts or periods of unproductive work?

19. Is there evidence that the staff is keeping up with the communications technology and placing appropriate emphasis on video and other electronic communications?

20. Are the dissemination procedures for media information established in a way that allows quick, accurate transmittal of messages to an individual or a group of media gatekeepers?

21. Do communications materials produced by the institutional relations office reflect a high level of professionalism, communicate effectively with the appropriate audiences, and achieve those normal standards of excellence recognized by associations of communications professionals?

22. Are the public relations needs of individual campus programs and clients met in an effective manner?

BUDGETING AND EVALUATION

23. Does the institutional relations organization have sufficient staff and funds to accomplish its objectives?

24. Are accounting procedures sufficiently sophisticated to determine the costs -- including managerial, indirect, and overhead costs -- of each program component?

25. Does the institutional relations staff employ ongoing evaluations of techniques? Does the staff analyze the success of activities?

26. Is there a systematic and documented evaluation of each component of the institutional relations program each year?

NOTES

PERIODICALS

OBJECTIVES

1. Are there written objectives for the periodicals program at the institution as well as written objectives for each periodical?

2. Are such statements of objectives fully consistent with the objectives of the institution?

3. Is there a statement describing the responsibilities and authority of each periodicals editor?

4. Is the effectiveness of each periodical measured on a regular and continuing basis?

MANAGEMENT

5. Does the editor of each of the institution's major periodicals have an advisory board that meets with him/her on a regular basis?

6. Does each editor have the respect of the president, the academic community, and the others who make up his/her audience?

7. Is he/she respected by the staff? Is there a team spirit? Are both creativity and a sense of responsibility fostered among the staff?

8. Are provisions made for staff development and professional growth activities?

9. Is there a formal procedure for evaluating all staff; and is there a system of compensation based upon those evaluations?

10. Do the editor and staff have good working relationships with the president, deans, faculty, the advancement staff, alumni, and others with whom they must work? Does the editor have sufficient access to the president and other key administrative staff?

ORGANIZATIONAL STRUCTURE

11. Is there a table of organization?

12. Are there up-to-date job descriptions for all staff members?

13. Is the editor responsible to one person or board for editorial decisions, and is this same person or board responsible for the editor's tenure and compensation?

14. Is the working area adequate?

RESPONSIBILITIES

15. Is each periodical interesting to its particular audience? Is it well written and well edited?

16. If appropriate, does the periodical address complex, substantive, and controversial subjects? Does it inform as well as entertain?

17. Is it consistently accurate?

18. Is each periodical attractive in design and layout? Are the headlines and cutlines well written? Are photographs and illustrations used effectively?

19. Are the editing, grammar, proofreading, paste-up, and printing quality accurate and well executed? Is a style guide used for editing?

20. Is the coverage of news at least sufficient to the purpose of each periodical? Are methods in place for systematically and thoroughly gathering the news?

21. Have detailed schedules been developed for all who contribute to each periodical, and are such schedules consistently maintained? Are deadlines met?

22. If the periodical uses freelance writers, illustrators, and photographers, are guidelines set for fees, penalty (late) fees, kill fees? Does the periodical pay faculty members for accepted or solicited articles?

23. Does the publishing operation use new technology to advantage?

BUDGETING AND EVALUATION

24. Are the budget and the staff it supports sufficient to meet the aspirations and objectives of all periodicals? Does the editor have sufficient input in budget decision making?

25. Have all means for generating revenue to support each periodical -- such as advertising and subscriptions -- been studied? Are they being used?

26. Are accounting procedures sufficiently sophisticated to determine the costs -- including managerial, indirect, and overhead costs -- of each periodical?

27. Do the editor and staff conduct systematic and documented evaluations of each periodical? Are independent evaluations obtained from time to time?

PUBLICATIONS

OBJECTIVES

1. Are there clear objectives for both the publications office and the individual publications it produces?

2. Do those objectives support overall institutional goals?

3. Is the publications office expected or encouraged to participate in communications decisions and strategies? Does it have influence on those decisions?

4. Specifically, do publication objectives include the following:

   * To provide publications services to individual offices on request?

   * To create and implement a consistent graphic image, either for the total institution or for its various parts?

   * To coordinate editorial content so that the institution conveys clear, consistent, timely, and accurate messages?

   * To advise clients and administration on the best means to convey messages -- whether print or some other medium of communication?

5. Are objectives reviewed and evaluated regularly?

MANAGEMENT

6. Is the publications office managed in such a way that it is able to meet its objectives?

7. Are there effective formal policies and procedures? Are they followed consistently? Are they understood by both staff members and clients?

8. Does the head of the publications office have the respect of his/her superior, staff, and others with whom he/she must work?

9. Is the staff professionally competent and productive? Do they work cooperatively with one another and with clients?

10. Do staff members have adequate opportunity for professional development? Is there adequate staff stability? Is there a formal procedure for evaluating all staff; and is there a system of compensation based upon those evaluations?

11. Is use of the publications office mandatory?

ORGANIZATIONAL STRUCTURE

12. Are the organizational structure and reporting arrangements of the publications office consistent with its objectives?

13. Is the office part of the institutional advancement area?

14. Is there a table of organization for the office? Is the table of organization consistent with office responsibilities?

15. Are there up-to-date job descriptions for all staff members?

RESPONSIBILITIES

16. Are the responsibilities of the publications office consistent with its objectives and organizational structure?

17. Are all institutional publications the responsibility of the publications office? If not, has the responsibility for individual projects been determined? Specifically, is the publications office responsible for publications for student recruitment, development, special events, and alumni communications?

18. Does the office provide a full range of services? Do these include planning and scheduling, writing, editing, design, production, and purchasing?

19. Are projects completed on schedule and within budget?

20. Do completed publications represent the institution accurately, ethically, and effectively? Do they meet appropriate standards of writing, editing, design, and production?

21. Are cost-estimating and bidding procedures efficient and cost-effective? Do they conform to institutional policies?

22. Is there appropriate use of other offices and/or outside suppliers to provide specialized services?

23. Is there access to modern technological equipment, particularly in regard to word processing and typesetting?

BUDGETING AND EVALUATION

24. Are publications budgets adequate and consistent with objectives?

25. Has the publications office explored recovering all or part of its operating costs through charges for its services?

26. Are salaries competitive and do they reflect performance?

27. Is the method for covering production costs (e.g., typesetting and printing) through a centralized budget in the publications office or by decentralized budgets in the client offices the best possible arrangement?

28. Does the office use appropriate research and evaluation techniques? Are individual publications evaluated in terms of office objectives?

NOTES

MANAGEMENT

OBJECTIVES

1. Has the manager of the advancement unit done all within his/her power to make certain that the institution has developed a mission statement?

2. Has that mission statement been disseminated to all concerned persons and discussed? Is there an institutional consensus of support?

3. Is that supporting consensus tested periodically?

4. Has each division and department of the advancement unit developed both short- and long-range plans?

5. Do they closely support the mission of the institution?

6. Do the divisions and departments of the unit share their plans (goals and objectives) with each other? Are they regularly reviewed, discussed, and rewritten?

MANAGEMENT

7. Does the manager have the respect of the president, faculty, and staff? Does he/she have the respect of the boards with which he/she must work?

8. Does the manager have the respect of those reporting to him/her and the other members of the staff? Does a team spirit prevail?

9. Are staff members encouraged to take their concerns freely to higher-ranking staff members for discussion?

ORGANIZATIONAL STRUCTURE

10. Is there a table of organization?

11. Are there job descriptions for all staff members? Are they reviewed and updated periodically by staff and supervisors?

12. Does each employee know what is expected of him/her?

13. Is there a consistent and equitable method of measuring the performance of staff? Do such reviews occur on a regular and timely basis?

14. Are written personnel policies made available to all employees? Do they include provisions for special reviews, grievance procedures, and appeals?

15. Is each supervisor able to determine, within a reasonable degree of latitude, the job responsibilities and the rewards (including salaries) and penalties (including dismissal) of those who report to him/her?

16. Is there a policy regarding staff development?

17. Are opportunities provided for staff members to enhance their professional capabilities (e.g., graduate study; external conferences, seminars, and workshops; internally organized workshops)?

18. Are there mechanisms for disseminating news within and between the unit's divisions and departments?

19. Are there mechanisms by which professional concerns can be broadly discussed?

BUDGETING AND EVALUATION

20. Is the budget provided for the unit and each of its divisions and departments adequate?

21. Does the manager conduct a systematic and documented evaluation of the unit each year?

NOTES